

U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) ☐ Elementary ☒ Middle ☐ High ☐ K-12 ☐ Other
☐ Charter ☐ Title I ☐ Magnet ☐ Choice

Name of Principal: Mr. Griffin Sonntag

Official School Name: Clarendon Hills Middle School

School Mailing Address:
301 Chicago Ave
Clarendon Hills, IL 60514

County: Dupage State School Code Number*: 190221810041003

Telephone: (630) 887-4260 Fax: (630) 887-4267

Web site/URL: http://www.d181.org/schools/clarendon/ E-mail: gsonntag@d181.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Dr. Robert Sabatino

District Name: Hinsdale CCSD 181 Tel: (630) 887-1070

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mrs. Lisa Armonda

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- | | |
|----------|---------------------|
| 7 | Elementary schools |
| 2 | Middle schools |
| 0 | Junior high schools |
| 0 | High schools |
| 0 | Other |
| 9 | TOTAL |

2. District Per Pupil Expenditure: 12924

Average State Per Pupil Expenditure: 9907

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☒ Suburban
☐ Small city or town in a rural area
☐ Rural

4. 2 Number of years the principal has been in her/his position at this school.

4 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	0	0	0	7	136	134	270
K	0	0	0	8	140	147	287
1	0	0	0	9	0	0	0
2	0	0	0	10	0	0	0
3	0	0	0	11	0	0	0
4	0	0	0	12	0	0	0
5	0	0	0	Other	0	0	0
6	100	103	203				
			TOTAL STUDENTS IN THE APPLYING SCHOOL				760

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
5 % Asian
0 % Black or African American
3 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
89 % White
3 % Two or more races
100 % **Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 1 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	8
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	1
(3)	Total of all transferred students [sum of rows (1) and (2)].	9
(4)	Total number of students in the school as of October 1.	819
(5)	Total transferred students in row (3) divided by total students in row (4).	0.011
(6)	Amount in row (5) multiplied by 100.	1.099

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: 1 %

Total number students who qualify: 11

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 9 %

Total Number of Students Served: 72

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>9</u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u>20</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>28</u> Specific Learning Disability
<u>3</u> Emotional Disturbance	<u>11</u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u> </u> Multiple Disabilities	<u> </u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>2</u>
Classroom teachers	<u>56</u>	<u>4</u>
Special resource teachers/specialists	<u>10</u>	<u>2</u>
Paraprofessionals	<u>15</u>	<u>0</u>
Support staff	<u>12</u>	<u>1</u>
Total number	<u>95</u>	<u>9</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 17 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	96%	96%	96%	96%	96%
Daily teacher attendance	96%	97%	94%	93%	95%
Teacher turnover rate	0%	0%	0%	0%	0%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

Average daily teacher attendance for 2006-07 and 2007-08 was calculated based on individual building teacher attendance. For years 2004-05 and 2005-06, it is based on district wide data as building data was not kept. For school year 2003-04 teacher attendance records were not kept. The 2003-04 statistic above (95%) was interpolated by averaging data from the 4 years that the district has kept records.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total	100	%

PART III - SUMMARY

Clarendon Hills Middle School, located in Clarendon Hills, Illinois, a suburb about 20 miles west of Chicago, is one of nine schools in Community Consolidated School District 181. Our school serves an upper middle income community in parts of Clarendon Hills, Hinsdale and Oak Brook and currently includes 758 students in grades 6 through 8. The community is comprised largely of highly-educated professionals who value education and hold high expectations for their schools. Most recently, we had the distinction of being recognized as the top performing middle school in the state on the 2007-2008 Illinois Standards Achievement Test.

It is the mission of Clarendon Hills Middle School to provide each student with a caring, supportive environment that will foster the intellectual, emotional, and social growth necessary to become a productive and responsible citizen in a changing world.

Clarendon Hills Middle School opened in 2000 with 611 students and experienced growing enrollments seven of its first eight years. The community of Clarendon Hills Middle School is strengthened by the diverse learning needs of its students and high parental expectations for academic and extracurricular success. With a wide range of courses including multi-leveled math, Enriched Language Arts, and foreign language, students are challenged and supported in their quest for academic success. At-risk students are served through specialized reading courses, appropriately leveled math courses, and close teacher attention. All students at CHMS benefit from regular implementation of differentiated instruction, as well as numerous exploratory opportunities in applied sciences, performing arts, and visual arts. Clarendon Hills Middle School thrives because of its active involvement and open communication among parents, staff, students and the community. A student-centered, integrated curriculum that emphasizes academic excellence is consistently observable.

Firmly embracing the middle school philosophy, Clarendon Hills Middle School provides a caring environment that stresses the value of positive relationship-building among students, teachers, and community members. Students are placed in one of two teams at each grade level, which sustain teacher-student classroom ratios and teacher accessibility. All students attend advisory prior to first period daily. This connects each student with an adult and serves as a strong network of student support and guidance. The advisories also participate in charitable fundraisers, practice team-building, and strengthen relationships. By the time a CHMS student graduates, he/she is expected to self-advocate, support peers, and exercise responsible decision-making.

Clarendon Hills Middle School is special because of the extra effort each school member gives to perpetuate the feeling of pride. It is a shared belief that students involved in school activities are more connected to their peers and the whole school community. To this end, CHMS offers an assortment of clubs and extra curricular activities adapted to the diverse interests of the student body. Our extremely professional and flexible staff will do whatever is necessary to help students and their colleagues find success. They are supported in their endeavors by a generous and involved Parent Teacher Organization whose never-ending, positive contributions add depth to our programs. Our school pride comes from each individual at CHMS working together to make our school climate supportive, inclusive, and positive. This school environment cultivates an atmosphere of trust which encourages students and staff to stretch academically and socially.

Students at CHMS are expected to be responsible, contributing citizens. This occurs through a variety of service learning and environmentally focused opportunities. Students learn to look beyond their individual experiences to see the challenges and possibilities that the larger world presents. They are motivated to respond in positive ways that will make a difference. Everyone at CHMS cares deeply about students and goes above and beyond to help them find success and enjoy a positive middle school experience.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Since the doors opened at Clarendon Hills Middle School (CHMS) in 2000, improving student success has been a shared goal by the entire school community. While participating in a rigorous, tiered language arts and mathematics curriculum, CHMS students have regularly scored among the highest in the state on the Illinois Standards Achievement Tests (ISAT). In November of 2008, CHMS had the distinction of being the highest ranked middle school in the state on ISAT by the *Chicago Tribune*.

As all school districts focus on the requirements of the *No Child Left Behind Act of 2001*, Clarendon Hills Middle School and District 181 work conscientiously to address the learning needs of each student within the school community, especially focusing on closing the achievement gap between our students with Individualized Education Plans (IEP) and our non-IEP students. We believe the way to improve overall student achievement begins with improving each child's individual achievement.

The ISAT test scores at CHMS consistently demonstrate high student performance. In the 2004 and 2005 school years, 96% and 93% of CHMS students in grade 8 scored in the meets/exceeds range on the ISAT reading tests. In the 2006 school year, a new ISAT reading test was administered to students in grades 6, 7 and 8. Ninety-seven percent of 6th and 8th grade students and 94% of 7th grade students scored at the meets/exceeds levels. In 2007, 97%, 95% and 96% of the students were in the meets/exceeds range in grades 6th, 7th and 8th respectively. Last year, 98% of students scored in the meets/exceeds range in each grade level on the ISAT reading tests.

A similar trend can be found in the ISAT mathematics test. Eighty-five percent of 8th grade students in 2004 and 86% of students in 2005 scored within the meets/exceeds range. In 2006, students in grades 6, 7 and 8 took a new version of the ISAT mathematics tests resulting in pass rates in the meets/exceeds range of 98% in 6th and 97% in grades 7 and 8. For the past two years, these scores have continued to improve with last year's meeting/exceeding scores reaching 99% in grade 6 and 98% in grades 7 and 8. All of these results include students with IEP's.

When data is disaggregated, students with IEP's, while performing slightly lower than non-IEP peers, have demonstrated consistently high scores in addition to improvement. In 2006, with 6th and 7th grade students taking the ISAT reading and mathematics tests for the first time, students with disabilities had pass rates on the reading tests of 78% (6th grade) and 79% (7th grade) and 90% (8th grade). By the 2008 report card, the ISAT reading pass rates were 84% (6th grade), 85% (7th grade) and 85% (8th grade).

In mathematics, the pass rates in 2006 were 78% (6th grade) and 88% (7th grade) and 76% (8th grade). By 2008, students with IEP's had pass rates in mathematics of 94% (6th grade), 92% (7th grade) and 89% (8th grade).

The ISAT performance level descriptors are stated as follows by the Illinois State Board of Education (Guide to the 2008 Illinois State Assessment, p. 1):

Exceeds Standards: Student work demonstrates advanced knowledge and skills in the subject. Students creatively apply knowledge and skills to solve problems and evaluate the results.

Meets Standards: Student work demonstrates proficient knowledge and skills in the subject. Students effectively apply knowledge and skills to solve problems.

Also important to note is that in 2005-2006, after undertaking statistical “bridge studies,” the Illinois State Board of Education made several changes in the ISAT. The changes included using a vertical or continuous scale score that enables educators and parents to see growth from grades 3-8. New “cut scores” were established to align the same performance standards with the vertical scoring system.

School report cards may be viewed on the District 181 website at www.d181.org or on the Illinois School Report Card website at <http://webprod.isbe.net/ereportcard>

2. Using Assessment Results:

In order to accurately measure and monitor student progress, periodic assessments are necessary. CHMS balances the need for maximum classroom instructional time with the need to administer appropriate assessments, analyze their results and apply the data to future instructional activities enhance individual student success.

The application of assessment data takes place on multiple levels at CHMS. Students coming from our K-5 schools are accompanied by a portfolio of testing information that includes scores from six tests. These standardized, normed tests measure reading, gifted ability, state achievement, etc. Also included are teacher recommendations providing valuable insights into those non-standardized components of each student. Our building administration and grade level teams examine this information and create the best learning environment for each student. For the majority of our students this reflection is enough to assure their best placement. As the school year progresses, if individual students are struggling, other safeguards are implemented. Our grade level teams meet weekly to discuss students and plan classroom interventions. Previous assessments are re-examined along with current in-class performance and if deemed appropriate, a referral to our response to intervention (RtI) team is generated.

Our Response to Intervention system has proven to be extremely effective in targeting and supporting academically or behaviorally challenged students. Its role is to make more intensive intervention recommendations that are required for a student's success. If success is still not occurring, our Student Support Team convenes. Assessment data is re-examined carefully, teacher and parent input is thoughtfully evaluated, additional assessment data is secured if necessary and the best thinking of the Student Support Team designs a better learning plan for the student.

Teachers are using state and nationally recognized test scores along with their knowledge of Best Practice teaching to analyze the work production in their classrooms and make changes that will improve student performance and help students succeed at higher levels. Mentoring, along with focused, practical staff development, continues to increase the knowledge of our staff regarding the understanding and application of assessment scores .

3. Communicating Assessment Results:

The process of meeting students at their instructional level and advancing their skills, while respecting their strengths and recognizing areas of improvement, is the quintessential goal for any school. That task is taken very seriously at CHMS. Our building team accomplishes this goal by frequently assessing student progress,

using assessment results to identify students' strengths, as well as areas of need, and matching students to the appropriate instructional continuum placement. Progress monitoring and data collection occur on a regular basis to ensure that students continue to receive the instruction necessary to advance. Teachers, students, and parents utilize assessment information in setting performance goals within the educational environment.

All stakeholders are informed of assessment results. The interpretation of the results provides the roadmap for planning specific interventions and guides a team in instructional planning. Communicating the results of a variety of assessment tools takes place through multiple media. Teachers regularly communicate with students and parents regarding student progress, along with offering encouragement, praise, and suggestions for needed improvement. Parents and students are informed of assessment data at student-led conferences and via other communications. Norm-referenced test results are mailed home for parents to review, along with a detailed explanation of how to interpret such results. To ensure full stakeholder involvement, CHMS parents and students have continual access to student progress by accessing the district's website and signing into their student's page using a secure log-in and password.

Teachers are trained annually on the proper interpretation of assessment results and effective methods to differentiate instruction based upon the data. Teachers meet with students and encourage self-initiated goals for maintaining high achievement or for targeting improvement areas. Students are taught to look beyond a number or letter grade and be more focused on the quality and improvement of their work. Teachers are available at multiple times during the school day to talk with students and provide assistance. It is important to note that all instructional decisions at CHMS are based on data with full stakeholder involvement.

4. Sharing Success:

If there is one true characteristic of Clarendon Hills Middle School and its administration and staff, it is that we are very willing to interact and share ideas with other teachers and schools. Ever since our doors opened we have welcomed visiting teachers from other schools, student teachers from all over the state of Illinois, inquisitive administrators, supportive and creative parents, as well as curious and interested students from other cultures and countries. We do not believe that we have all of the answers, but we do believe that collegial dialogue and cooperative effort enhance the educational experience at CHMS. We strive to foster relationships by sharing our successes and learning from others' triumphant endeavors.

Teachers and students alike participate in service projects to send school materials and curricular ideas to children in Africa, Nicaragua, and our sister school, Coles School, in Chicago. During the last five years, teachers and students have gone to Coles School to build a relationship with the students and staff there. During the last two years, Coles School teachers, students and a member of their local school council have come to CHMS. These exchanges have been life-altering for all involved. This partnership started with an idea and blossomed into a meaningful relationship that benefits students at both schools beyond measure.

Our teachers and students have been reaching out in positive, supportive ways long before the possibility of a Blue Ribbon Award appeared on our horizon, and they will continue to do so because we believe in doing whatever it takes to provide students the atmosphere and skills necessary to learn. We enjoy working with other educators to help children find the success in and through school that will make them strong, contributing, mature and wise members of our community. We are committed to continuing to share our successes in new venues so that others may benefit from our strong curriculum, teaching, and parent support.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The curriculum at Clarendon Hills Middle School is carefully developed and designed with one goal in mind: every student must achieve at his/her best. The curricular tools our teachers use create the medium through which individual student success is guided. Classes at CHMS demand rigor from each student. High expectations are balanced with differentiated instruction to develop students with an intrinsic desire to learn. Our curriculum is shaped by multiple factors that include State and National Learning Goals, local parental input, staff that are highly trained in Best Practice techniques and a strong desire to create interdisciplinary experiences for students. Our curriculum produces students who are collaborative, self-motivated and proactive learners. They know how to locate, study, write about, and apply information, to real world situations. Students learn to respect diversity and ideas as they discuss and learn from each other.

Our Social Studies/History programs engage students in creative lessons that allow them to actually live the history they are studying. Simulations and first-person experiences designed by our staff motivate students and teach them to view history from various perspectives. Our students learn how the past helps them understand the present and prepare for the future. Our teachers have a broad knowledge of history that enables them to create the anchor points of perspective for their students.

The Language Arts curriculum recognizes that reading permeates every area of study. At CHMS reading is more than a skill, it is the avenue to understanding the world and a method of communicating across cultures and ideas. Teachers highly trained in language arts and reading use the power of reading and language to guide student learning. The use of a tiered instructional process helps all students achieve as individual learners. Many thematic units provide an environment of creativity and multiple opportunities for expression. Our curriculum nurtures diverse connections between literature, identity and a global awareness.

The Foreign Language curriculum expands to an everyday experience at CHMS in all grade levels following the exposure in the elementary schools. Listening, speaking, reading and writing in a new language are always framed in "real life" situations that create cultural awareness. Inter-curricular connections and interactive experiences foster authentic communication, appeal to different learning styles and scaffold the use of vocabulary, idioms and grammar.

The Science curriculum embraces inquiry science as the most effective means to learn and use its concepts and ideas. Lessons are created to force students to repeatedly apply scientific ideas to real life situations. The science curriculum employs novelty to appeal to adolescent brains and creates enthusiasm through kinesthetic, "hands-on" experiences. Students are appropriately challenged and supported with technology as they investigate the world around them. Topics are age-appropriate, relevant and standards-based. Understanding the value of the environment as well as how everything in the environment connects is critical.

The Gifted and Talented program is designed to individualize the needs of our high cognitive students. A unique Personal Education Plan (PEP) developed by the teacher, parent and student sets academic, social/emotional, and executive functioning goals and guides the year's instruction. A tiered model in both language arts and math addresses varied learning needs.

The Exploratory component of the CHMS curriculum is equally vital to the overall development of our students. Art, drama, multiple music choices, applied technology, family and consumer science and physical education allow our students to discover and nurture important aspects of their personalities. Living a well-rounded life includes acknowledging the innate need to understand who one is as a person as well as what he/she can learn. The wide variety of exploratory offerings allows students to gain confidence and skills that

the typical academic experience cannot promote. Our Fine Arts curriculum puts the student at the center of the learning and reinforces the tenet that learning is a life-long process with innumerable opportunities and rewards.

2a. (Elementary Schools) Reading:

This question is for elementary schools only

2b. (Secondary Schools) English:

The Language Arts curriculum is anchored on the reality that reading permeates each and every academic area and that success within language arts will support all other core areas. At CHMS, reading is more than a skill, it is the avenue to understanding the world and a method of communicating across cultures. Capturing the attention and motivation of readers, our instructors bring background knowledge and purpose to each literary selection presented by focusing on story elements, plot structure, character development, themes, and conflict. Differentiated instruction in the Language Arts curriculum is based on a three tier format where students can achieve as individual learners. Student activities are designed based on learning styles, monitored achievement and modalities.

Assuring that all of our students are given the opportunity to become proficient and active readers is a goal of all teachers at CHMS. Each teacher knows the role of “a teacher of reading” is an important component of his/her mission as a middle school educator and embraces the responsibility that this role entails. The level of all of our readers is assessed using multiple instruments: Measure of Academic Progress, Illinois Standards Achievement Test, Gates-MacGinitie Reading Test, and, where indicated, the Explore and an Informal Reading Inventory. Students at each extreme have their needs addressed through specialized and very effective programs. Teachers share this information, analyze this data with their colleagues, and determine the best placement for students in classroom reading texts. Students whose data indicates they are likely to struggle with reading are given an opportunity to take part in a daily Reading Strategies Class. This class seeks to accelerate reading progress through intensive instruction and practice and enables students to catch up with their peers, thus increasing their chances for success in all content areas. Materials are readily available for, and used by teachers in all content areas to differentiate the reading needs of all students. Together, we strive to ensure that all of our students reach their goals as readers.

3. Additional Curriculum Area:

The mathematics experience that any student has at Clarendon Hills Middle School is diverse and rich. Each staff member is extremely knowledgeable and has a love and enthusiasm for math that is quickly absorbed by students. The large number of practical application lessons coupled with cutting-edge technology and manipulatives creates an engaging and effective classroom experience. Students quickly understand that math is an integral part of their everyday lives. There is effective extra support for at-risk students as well as significant opportunity for accelerated students to broaden their mathematics exposure. Careful placement of students in the math program based on sound test data helps assure each student's success and development. Tiered instruction as well as co-taught classes help the math teachers differentiate to the learning styles and needs of all of their students. The staff uses Gardner's intelligences and Bloom's taxonomy to move the students into deeper and higher levels of synthesis and application of mathematics principles.

Teachers make themselves available to their students outside of class. You can find students and math teachers meeting before school, at lunch and after school. The teachers model a love for math, and foster in their students both an understanding and an enjoyment of mathematics. Teachers work hard to incorporate

mathematics across the curriculum. Interdisciplinary units demonstrate to students the importance and pervasiveness of math in our society. After-school Math Club, evening Family Math Night activities and problem-solving contests offer students and their parents additional opportunities to immerse themselves in this critical subject in relaxed and social settings.

Articulation within the middle grades as well as with both our elementary school teachers and the high school teachers also plays an important role in the continuity of our program and the success of each student. Common language and teaching techniques coupled with positive, encouraging, supportive teachers truly helps students experience success and achieve excellence in math.

4. Instructional Methods:

The best curriculum is virtually useless without effective instruction. Clarendon Hills Middle School assesses where a student is in his or her learning process and then our staff works tirelessly to close any achievement gaps. CHMS students are provided individualized instruction in the least restrictive environment. We provide many tiers of support to help our students achieve their best. Because students are unique, our teachers seek to develop their students' diverse learning styles with Best Practice teaching methods that focus on the whole child and nurture academic, social, emotional, athletic and life skills.

Teacher-developed lessons are rich, challenging, life-based and age-appropriate. These lessons and activities foster creativity and independence. They nurture discussion, written expression, tolerance for diverse views and a cross-curricular application of ideas. Some lessons are group-based or individual and provide the opportunity for each student to be challenged and yet succeed. Differentiated lessons allow the inclusion of special education students in all classrooms. Student learning deficiencies are identified, planned for, progress monitored and effectively corrected. Appropriate developmental assessments guide and enhance instruction. At the same time assessment is carefully balanced with instruction. Teachers embrace new technologies and regularly integrate them into daily lessons. Teacher teams meet daily to discuss curriculum plans, evaluate student progress and interventions, create opportunities to encourage and reward student achievement, and look for ways to improve instruction for deeper understanding.

Teachers are excited to be in their classrooms which are academically and emotionally safe for all students. Their bold and innovative styles along with their self-advocacy are encouraged. Positive relationships between students and teachers are highly valued. Teachers are accessible to their students, and they encourage and enjoy recognizing student success. Our teachers know that with the proper student supports in place, all students can rise to high expectations and find success. Frequent communication between students and teachers, on both a class and individual level, results in continued student success.

5. Professional Development:

Professional development at Clarendon Hills Middle School is designed to motivate staff to identify areas of personal growth in their profession, then to design and implement a plan of action. Teachers are encouraged to design plans that involve some risk-taking but that will eventually lead to more effective teaching and learning practices. Professional development is a top priority for allocation of funds at the district, school, and parent organization level. Teachers at CHMS benefit from exposure to experts, as well as the ability to access top-quality materials and training.

The scope of professional development is diverse and multi-leveled. At the district level there are institute and staff development days with topics that are current and relevant such as differentiating instruction, writing and reading strategies, Internet safety tips, designing assessment tools and analyzing data. These sessions are designed to help teachers apply Best Practice teaching tools into their daily curriculum. Differentiation of

curriculum and the proper assessment of student achievement are a key part of what makes CHMS so unique. Also, the district has an extensive multi-year mentoring program for teachers new to the district. Veteran teachers receive training and are paired with non-tenured teachers. Serving as cooperating teachers, they give up their time and share their expertise to help develop the next generation of teachers through observation and reflection.

At the building level teachers attend content area workshops, grade-level meetings and inter-grade, inter-school and inter-district articulation. Teaming also allows teachers to work together as they problem-solve and customize lessons to the individual needs of their students. All staff are encouraged to focus each year on building and district initiatives that have been identified by the school improvement plans.

Finally, teachers take pride in their individual growth and development. Currently, three teachers hold National Board Certification with four more working towards that goal. Others share their creative ideas at faculty meetings, district meetings, conferences, and with our Educational Foundation for funding and support. All of our teachers put in countless hours outside of the school day to enrich our curriculum and to help make CHMS a special school.

6. School Leadership:

The leadership at Clarendon Hills demands excellence in everything that transpires inside and outside the walls of the school. Excellence has been defined using the following quote from an unknown author: “Excellence is the result of caring more than others think is wise, risking more than others think is safe, dreaming more than others think is practical and expecting more than others think is possible.” This quote resides on each teacher’s desk, reminding him or her daily that a teacher’s quest for excellence positively impacts his/her students.

Challenging and clear expectations are established for the students by the leadership at Clarendon Hills Middle School. All decisions made are student-centered. The administration carefully stewards the taxpayers’ money by running an efficient, disciplined and fiscally responsible operation. The school’s leaders work with the community to secure additional funding opportunities to provide avenues for professional development for teachers and increased use of technology.

Another important process in leadership is building sustainable leadership capacity. The Building Leadership Team consists of a representative member from each of the six core academic teams, fine arts/physical education team and special education team. It is through these weekly meetings that school-wide initiatives are created, professional development is planned at the building level, assemblies are coordinated, team days are synchronized, and meaningful professional dialogues about teaching and learning occur. The Building Leadership Team serves as a guiding force of the collaborative decision-making process that occurs at CHMS.

There is a common belief that all children can learn and deserve a challenging and engaging educational experience. The following is a quote from a teacher regarding the leadership at CHMS.: “Under our current school leadership our faculty has made a paradigm shift that affects the spectrum of students: from those with special needs to those who excel. CHMS accepts students for whom and where they are and ensures that they are challenged and making progress.”

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6 Test: Illinois Standards Achievement Test

Edition/Publication Year: 2004-2008 Publisher: NCS Pearson, INC

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar		
SCHOOL SCORES					
% Proficient plus % Advanced	99	99	97		
% Advanced	61	61	57		
Number of students tested	271	289	256		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Students in sixth grade were not required to take the ISAT test in 2003-04 and 2004-05.

Subject: Reading

Grade: 6 Test: Illinois Standards Achievement Test

Edition/Publication Year: 2004-2008 Publisher: NCS Pearson, INC

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar		
SCHOOL SCORES					
% Proficient plus % Advanced	98	97	97		
% Advanced	54	49	52		
Number of students tested	271	289	256		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Students in grade six during the 2003-04 and 2004-05 were not required to take the ISAT.

Subject: Mathematics

Grade: 7 Test: Illinois Standards Achievement Test

Edition/Publication Year: 2004-2008 Publisher: NCS Pearson, INC

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar		
SCHOOL SCORES					
% Proficient plus % Advanced	98	98	97		
% Advanced	65	66	48		
Number of students tested	287	259	235		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

For years 2003-04 and 2004-05 all subgroups were less than 10 students.

For years 2003-04 and 2004-05 seventh grade students were not required to take this test.

Subject: Reading

Grade: 7 Test: Illinois Standards Achievement Test

Edition/Publication Year: 2004-2008 Publisher: NCS Pearson, INC

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar		
SCHOOL SCORES					
% Proficient plus % Advanced	98	95	94		
% Advanced	45	39	26		
Number of students tested	287	259	235		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

For years 2006-07 and 2007-08 all subgroup populations were less than 10 students.

For years 2003-04 and 2004-05 seventh grade students were not required to take this test.

Subject: Mathematics

Grade: 8 Test: Illinois Standards Achievement Test

Edition/Publication Year: 2004-2008 Publisher: NCS Pearson, INC

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	98	98	97	86	85
% Advanced	63	63	64	47	39
Number of students tested	257	237	270	236	220
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

For all testing years represented here student subgroups were less than 10 students.

Subject: Reading Grade: 8 Test: Illinois Standards Achievement Test
Edition/Publication Year: 2004-2008 Publisher: NCS Pearson, INC

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	99	96	97	93	96
% Advanced	22	37	29	40	26
Number of students tested	257	237	270	237	220
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

For all testing years represented here all student subgroups were 10 students or less.

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